

1.2. PRO QUALITY RESTRUCTURING OF MANAGEMENT IN HIGHER EDUCATION¹⁸

1.2.1. INTRODUCTION

A debate over the issue of what is university – whether it is an enterprise or a public sector office – has been going on for years. The rise of a few hundred private higher education institutions indicates that universities should not be categorized under the public sector despite the fact that they are founded by the state. At the same time, universities are institutions with no owner and they issue diplomas bearing a national emblem. They can be founded by a natural person or a legal entity; a general partnership or the state; a particular individual or an association. Universities are under strict supervision by the Minister, and thus by the government; yet the state in its capacity of the university founder is treated differently – more harshly – than the founder of a private institution according to the “Law on Higher Education” legislative act, which states that none of these universities are regarded as enterprises founded on the basis of commercial law. In the above mentioned act – referring to

¹⁸ Tadeusz Wawak, Jagiellonian University, Cracow, Poland.

both state and private schools – a university is defined as “a school providing higher education, established in the way as defined in the act”¹⁹.

Under article 7 of the Act: “A university has the right to run a business activity which is organizationally and financially set apart from the activity discussed in art. 13 and 14...”, that is from the key university tasks, such as education and scientific research as well as running students’ dormitories and canteens. The university mission, according to the above mentioned act, is to discover the truth and pass it on via research work and education of students; universities constitute an integral part of the national system of science and education. Universities cooperate with the business environment through the sales of their research findings and development projects to entrepreneurs as well as by means of propagating the idea of entrepreneurship in the academic environment – the activity organizationally and financially set apart from their key activity²⁰.

University does not fulfill the requirements of the definition of an enterprise provided by S. Sudoł, who believes that: “An enterprise is a unit (entity) running a profit-driven business activity whose aim is to fulfill the needs of other entities in the sphere of social life through their products and/or services; this activity is run independently, at the risk of its owner”²¹.

It is not the basic task of a university to run a business activity, and education along with research are not labeled as one. A university is not driven by the prospect of making financial gains; making profit is not the aim of university whose duty is to carry on its mission as defined by the law; not building up the capital and gaining dividend for its founder. It does not mean a university is expected to run into a deficit at the expense of the state. A university constitutes both a cost centre and an income centre; an institution which is expected to create a surplus to finance its own development. However, this definition is not synonymous with being an enterprise. Neither is it an office.

A university is a public utility organization which is expected to cover its costs from its own sources and be able to finance its own development. For the last year, Poland, as well as the rest of the world, has been facing economic problems, which have been acclaimed by the media as “the crisis.” Not getting into details of the polemics on “the contemporary economic crisis”, we can assume that the present economic situation of our country entitles us to name the present economic situation a crisis. Of course, politicians may call this state “temporary economic problems moving in the right direction – towards the full success of the party in power”.

In this economic condition, universities should adopt daring, resourceful, swift and active strategies and develop strategic management. “The idea of strategic management is based on the concepts of looking into the future, understanding the environment and effective positioning of the company so as to eliminate competition

¹⁹ Ustawa z dnia 27 lipca 2005 r. *Prawo o szkolnictwie wyższym*, art. 21, Dz.U. z 2005 r, nr 164, poz. 1365.

²⁰ *Ibid.*, art. 4.4.

²¹ S. Sudoł, *Przedsiębiorstwo. Podstawy nauki o przedsiębiorstwie. Teoria i praktyka zarządzania*, Toruń: Wydawnictwo „Dom Organizatora” TNOiK, 1999, p. 39.

in difficult times”²². Strategic management in a higher education institution must lead to the fulfillment of its mission, meeting its objectives and obtaining a competitive edge over a competitive institution on the educational and research market. The strategy of development and university management must acknowledge the changing labour environment (globalization, integration, technology, know-how, frequent changes) and be closely related to the operational strategy of higher education in Poland. That is why the binding law on higher education, as well as its further improvement and adjustment to the needs of science and higher education in Poland, is so important for the right development of the university strategy.

1.2.2. DILEMMAS OVER UNIVERSITY STRATEGIC MANAGEMENT

It is not enough to draw up a strategy; a strategy has to be good, realistic, worked out by competent specialists who will implement it later. Designing a strategy, even by the best consulting agency and for a specific university, does not guarantee its quality or its future implementation. The same applies to our country. Expert, environmental strategies and the ministerial attitude require determining one strategy to be fully implemented – which would act like a road map: setting the direction for higher education in Poland. Next, higher education institutions should start the preparation of their own realistic, viable development strategies.

Man and strategy exemplify the pillars of success of every organization. People who build up these strategies and supervise their implementation are strategists. “Strategies, on the other hand, are patterns of action making up a specific road map which sets the direction an organization is following”²³. The university development depends on the strategists’ competence as well as the quality of the adopted strategy and its implementation. The quality of strategic management in faculties and institutes conditions the future of higher education – not only in Poland.

Universities should build up and follow the strategy of promoting and implementing innovation in: scientific research, education and management. Innovation in management means the implementation of various undertakings in university management as well as in all its organizational units, within the framework of pro quality development strategy. Such undertakings ensure: the strengthening of the potential, and the intellectual potential of the university in particular, its better utilization, and the improved effectiveness of the way a university operates. Innovative management in university leads to the elimination and weakening of bureaucratic, economic and psychosocial barriers to implementing innovation at university and the competent, pro quality university management. Innovative management and innovation management in case of a higher education institution are two sides of the coin. Innovation

²² J.R. Schermerhorn Jr., *Zarządzanie*, Warszawa: Polskie Wydawnictwo Ekonomiczne, 2008.

²³ J. Rokita, *Kluczowe problemy zarządzania strategicznego*, [in:] *Przedsiębiorstwo przyszłości – nowe paradygmaty zarządzania europejskiego. Praca zbiorowa poświęcona Prof. W.M. Grudzewskiemu*, Warszawa: Wydawnictwo Instytutu Organizacji i Zarządzania w Przemysle “ORGMASZ”, 2003, p. 109.

management must be innovative²⁴. Then, both the development strategy of the university and strategic management in higher education institution must be innovative and pro quality. Universities and their organizational units should get acquainted with H. Mintzberg's approach to strategy. "It deals not only with strategy perceived as a tool, but also with a man – a strategist – and the whole broad context called organizational behaviour"²⁵. From among numerous approaches and theories describing the strategy planning process, the most appropriate one for higher education for the present moment will be the school of configuration which perceives a strategy as a transformation process; the method of pro innovative and pro quality restructuring of institutes, faculties and whole universities.

Universities, faculties and institutes should work out innovative, pro quality strategies for their development which are based on university strategies and higher education strategies adopted and implemented nationwide by the government.

In the strategic management process in higher education, just like in any other organization, we have to:

- give shape to strategies for the university management and development,
 - implement the adopted strategy and evaluate the results it yields.
- University strategies have to comprise:
- the diagnosis of the scientific, didactic and financial situation of the university,
 - the established strategic and operational goals and the intended action, which must be measurable,
 - the description of the operations which will allow to attain the above mentioned goals,
 - professional standards measuring progress of the strategic and operational goals,
 - justification of the choices in the adoption of goals and action steps,
 - indispensable means (in figures) necessary for the successful implementation of the above, including financial means and their sources,
 - a list of potential threats to the fulfillment of particular goals as well as suggestions of counteractive measures (type of action: corrective, preventive and perfecting),
 - the way of running continuous monitoring and regular audits in the realization of strategic goals and the supervision of management,
 - the evaluation of the quality of management and the achieved results.

According to J. Rokita, there are at least two important sources of organizational success (and thus the success of university): people and strategies. In both cases, it is the quality which plays a decisive role, as good strategists when building up good strategies, create the basis of their organization's success²⁶. Strategists are not only those who form a description of the proposed strategy, but foremost those, who are able to implement the strategy they have devised. Very often, the authors have no

²⁴ T. Wawak, *Innowacje a zarządzanie w szkole wyższej*, [in:] *Kapitał intelektualny i jego ochrona*, ed. by E. Okoń-Horodyńska, R. Wiśła, Warszawa: Instytut Wiedzy i Innowacji, 2009, p. 234.

²⁵ J. Rokita, *Kluczowe problemy zarządzania strategicznego*, *op.cit.*, p. 110.

²⁶ *Ibid.*, pp. 109–110.

say upon the implementation of their strategies. In such cases, effective strategic management is not possible. This is true both on the nationwide as well as university scale. A strategy devised in such a way is reduced to the role of a historical item and becomes shelved in a library instead of serving as a document it should be, the basis of day-to-day managerial decisions. That is why the mere act of compilation of a strategy, which may have the features of the best strategy for the development and management, is not in itself a proof of strategic management. What is needed then is a consistent implementation of the adopted strategy and its revision, if necessary. The supervision of the implementation of this strategy on a national scale is in the hands of the Minister responsible for higher education, whereas on the university and faculty plane – it rests with the chancellor and the dean, respectively.

The implementation of a well-devised strategy on development and management may be impeded, or even prevented by the following factors:

- badly framed binding legal solutions (at a national and university level);
- inappropriate division of power and competences (at a national and university level);
- changes in the economy (at a national and university level);
- lack of competence among persons exercising duties (at a national and university level);
- the system of management in higher education in Poland;
- imperfect university system and imperfect form of management as described in the school statute and rules of procedure.

The currently binding legal regulations on higher education grant universities the authority to (and they recommend that they) point out the directions, methods and tools for pro quality strategy for the development and management. It is a challenge addressed to chancellors, deans, heads of institutes and departments. The decentralization of higher education in Poland is a must for the sake of the future. We need to remember that the best universities all around the world in the 20th century did not owe their leading positions to the state authorities but to pro quality strategic management of university authorities and their own arduous scientific and didactic effort. Therefore, let's not wait any longer for new strategies and legislation suggested by the Ministry. Let's start organic work from scratch at universities, instead. In the first place we need to change the attitude of university staff to their work and get them committed to the development of their university.

1.2.3. P.F. DRUCKER ON HIGHER EDUCATION MANAGEMENT

In his last book addressed to non-profit organizations (hospitals, schools, etc.) entitled "Management of the 21st c – the challenge" Peter F. Drucker wrote: "This book is a call for action [...] some of this challenge will be particularly intensified in non-business organizations, among others, because non-business organizations such as a university, a hospital or a government agency are definitely less flexible than business organizations; much deeper rooted in past ideas, assumptions, political issues

and even, as in case of universities, in very old-fashioned 19th century traditions”²⁷. The new management paradigm created by P.F. Drucker reads: “Management is the dimension of action which provides opportunities in an organization to obtain work results outside the institution, no matter whether the given organization is a business enterprise, church, university, hospital or shelter for the homeless”²⁸. That is why the strategy of an organization must clearly define measurable goals adopted for the implementation. “The area and responsibility of management comprises everything that affects productivity and its results – both within the institution itself «in university» and outside «an employer of graduates»; no matter whether the factors in question are controlled by the institution, or not”²⁹. Hence such high importance of evaluating the quality of education through the prism of the results that the process in question will produce in future in the graduate’s workplace. At the same time, the most valuable asset of university is a university employee and his/her productivity. We have to bear this fact in mind when building up a strategy for the university development.

P.F. Drucker’s statements quoted below, which also refer to university deserve a particular attention: “There is always a temptation present in non-profit organizations to settle for «good cause» and intentions, no matter what the results are. It is for this reason why the efficient *non-profit* organizations have learnt the need to define clearly which changes taking place outside their organization are the desired ones, and they should concentrate just on those”³⁰. This piece of advice should remain for good in strategists’ minds as the fate of universities in the coming years, in recession times, will depend on them. The development of universities in future will depend on the degree to which universities will adjust to these changes. That is why the correct implementation of pro quality strategic management in universities on the national scale is of utmost importance to higher education.

1.2.4. THE CHALLENGE BY NEW ECONOMY AND GLOBALIZATION

At the turn of the 20th and 21st centuries new trends in higher education management emerged in Europe as well as in the rest of the world, whose appearance was the consequence of fast-growing changes in the global economy in terms of³¹:

- the development of IT and Communications Technology,
- the emergence of New Economy which creates New University,
- the economic, cultural and political integration process in Europe,
- the progression of the Bologna Process – the gateway to the European Higher Education Area,
- competition on the global, European and Polish research and education market.

²⁷ P.F. Drucker, *Zarządzanie XXI wieku – wyzwania*, Warszawa: Wydawnictwo MT Biznes, 2009, p. 9.

²⁸ *Ibid.*, p. 48.

²⁹ *Ibid.*, p. 49.

³⁰ P.F. Drucker, „*Myśli przewodnie*”, Warszawa: Wydawnictwo MT Biznes, 2008, p. 71.

³¹ T. Wawak, *Coming of the global knowledge society: prospects and promises*, “Journal of the Washington Institute of China Studies”, Spring 2009, Vol. 4, No. 1, pp. 1–12.

In the contemporary world full of dynamic changes, regardless of university wishes, many processes are taking place: the process of globalization, integration, regional disintegration as well as the rapid technological progress in the field of IT and Communications Technology concurrent with the development of the so-called “*new economy*”. That is why these processes are bound to be accompanied by profound changes in the management and structure of higher education. This is the result of growing internationalization of all forms of activity, and the rise in competition in the fields of science and higher education. The trend forced all the European countries to subordinate their development to the requirements of the global research and education market³².

The fastest development of Information and Communications Technology took place in the USA. That is why productivity in the USA has been growing faster than in Europe. The majority of the EU countries does not make use of the ICT growth potential, or does not expand their production, application and power to dynamize innovativeness in separate branches of economy and in higher education, in the way things went in the USA³³. Some of the reasons why ICT started earlier, grew faster and had a more general application in the USA, was that the workers employed in this branch – mainly graduates of American and West European universities – had high qualifications, ICT research work along with its application was intensified, and universities enjoyed effective management system while their entrepreneurial spirit allowed them for active participation in creating ICT, to develop science.

Simultaneously, the advancement of globalization takes place; an objective process following technical and technological progress and the appearance of numerous new products contributing to the changes and the growth of human needs the world over. A significant role is played here by the development of the means of transport and communication allowing for faster and faster transfer of information, products and people in the contemporary world. This technical dimension is strictly connected with scale economy. Economy of scale in production, searching for cheap resources, making use of the local production conditions (producing and providing services) and developing sales markets in different regions of the world all work in favour of the development of exchange and the division of labour. Moreover they enable the growth of the obtained economic benefits creating products and providing services (that is they are in favour of the producers).

The authorities in charge of universities, faculties, institutes, departments and research units must acknowledge that a university is a producer providing research and didactic services to their customers; that is the entities paying for the given services such as students, their private sponsors, or the state (in some cases the local authorities). There is no escape from this truth. A failure to realize this fact among the professors causes severe damage to universities.

³² T. Wawak, *Dostosowanie systemu zarządzania w szkole wyższej do wymogów Procesu Bolońskiego*, [in:] *Potencjał restrukturyzacji w warunkach globalizacji i nowej gospodarki*, ed. by R. Borowiecki, A. Jaki, Kraków: Uniwersytet Ekonomiczny w Krakowie, 2007, pp. 249–250.

³³ A. Zaorska, *Nowa gospodarka a globalizacja i regionalizacja*, [in:] *Centrum wiedzy*, www.centrumwiedzy.edu.pl, p. 2 (reading date 20.05.2012).

Worldwide connections between producers participating in the manufacturing of end products are real and it is impossible to ignore them. Universities make links in the process of production as they provide future personnel, to some extent ready to participate in the process of production and provision of services. Besides, they supply production companies with their research findings of different degree of usefulness at a given time. Higher education institutions are very important production companies creating part of the domestic product (GDP) and they cannot be perceived as museums or relicts of the past. Universities in developing countries are changing face, along with the internal structure and management system and they are adjusting to the requirements imposed upon them by the economic development of their countries, Europe and the rest of the world.

Economic globalization is closely followed by cultural globalization which is connected with the increase in human migration, tourism and very fast growth of the mass means of communication. This fact involves profound changes affecting lifestyles, social structures and commercialization of consumer and cultural products³⁴. All these phenomena are reflected in the changes in the mission of higher education and the way they are implemented in the contemporary world.

Globalization triggers both positive and negative consequences and it concerns overall economic activity and all aspects of human life. These include among others:

- the increase in human mobility the world over in search of jobs, better conditions of life, capital investment, etc.;
- the decline of national identity, the introduction of standards by economically developed countries;
- the emergence and growth of global orders between countries³⁵.

The above phenomena appeared in industry, construction and agriculture first, and also in higher education. This fact can be best proved by the directives of the Bologna Process which gives priority to creating favourable conditions for employee and student mobility standardizing the quality assurance systems and qualification frameworks within the European Higher Education Area³⁶.

Globalization acts as a driving wheel of new economy. According to F. Krawiec, “new economy of the turn of the 20th and 21st century is the outcome of changes caused by the adoption of innovative technologies and business practices as well as the growing global competition leading to substantial, permanent increase in efficiency”³⁷. It is globalization that forces higher education institutions to join the new economy in their activities and strive for a competitive advantage. This aim can be achieved through

³⁴ <http://wikipedia.org/wiki/globalizacja> (reading date 20.05.2012).

³⁵ *Ibid.*

³⁶ T. Wawak, *Ewolucja europejskiego systemu szkolnictwa wyższego w ramach Procesu Bolońskiego a zarządzanie uczelnią w warunkach postępującej informacji i globalizacji*, [in:] *Człowiek ponowoczesny wobec wyzwań globalizacji – studium interdyscyplinarne*, ed. J. Filipek, J. Głuszyński, A. Wąsiński, M. Płaszewski, Bielsko-Biała: Wyższa Szkoła Administracji w Bielsku-Białej, 2008, pp. 82–87.

³⁷ A. Jaki, *Globalizacja i nowa gospodarka – nowe wyzwanie dla funkcjonowania i rozwoju przedsiębiorstw*, [in:] *Potencjał restrukturyzacji w warunkach globalizacji i nowej gospodarki*, *op.cit.*, p. 35.

the implementation of the Bologna Process and the related pro quality management restructuring in higher education on the basis of ISO 9001 norm requirement³⁸.

New Economy is the Economy Based on Knowledge (EBK), and its basic (supportive) pillars, according to W.M. Grudzewski and I.K. Hejduk³⁹, are made up of:

- the innovation system,
- the education and training system,
- the information and communication system,
- knowledge management at the level of an organization.

The greatest gap between Poland and the developed countries exists in the first three areas mentioned above by: 57%, 34% and 28% respectively⁴⁰.

The development of EBK needs the implementation of radical innovations and managing them. According to K. Santarek, the way of managing innovation in organizations has not changed for many years; the intellectual potential of employees, as well as knowledge resources in organizations, are not well utilized⁴¹. In consequence, they are less competitive than they could be. It also applies to higher education institutions, the majority of which can hardly be called innovative while innovative management and the management of innovation raises serious reservations in all of them. (To a large extent it results from the fact that the system of higher education management is not adjusted to the tasks which universities should be completing at present). New economy expects “*new university*”.

Radical innovations are enforced in every country by a small number of international corporations whose domination in terms of application and administration of new technologies may impede access to the latter, on clear terms, in the developing countries⁴².

The development of new economy takes place faster in highly developed countries with the concentration of research activity, where new technologies are generally created. The said countries have dominated both the development and transfer of technology. The countries included in the list come in the following order: the USA, Japan, Germany, France, Britain, Italy, Canada, Holland, Sweden and Switzerland. 80% of the patents granted between 1983–2003 goes to the first three countries from the list. The American advantage in the number of patents – those granted and made use of – is overwhelming: 57% of the world patents⁴³. At the same time these countries

³⁸ T. Wawak, *Uwarunkowania jakości kształcenia w ramach Procesu Bolońskiego – Europejskiego Obszaru Szkolnictwa Wyższego*, [in:] *Jakość w badaniach i dydaktyce szkół wyższych*, ed. by S. Doroszewicz, A. Kobyliński, Warszawa: Szkoła Główna Handlowa w Warszawie – Oficyna Wydawnicza, 2007, p. 556.

³⁹ W.M. Grudzewski, I.K. Hejduk, *Systemy zarządzania wiedzą – nowy paradygmat czy wyzwanie?*, [in:] *Przedsiębiorstwo przyszłości – fikcja czy rzeczywistość*, ed. by I.K. Hejduk, Warszawa: Instytut Organizacji i Zarządzania w Przemśle “ORGMAZ”, 2004, p. 10.

⁴⁰ *Ibid.*, p. 11.

⁴¹ K. Santarek, *Radykalne innowacje*, [in:] *Przedsiębiorstwo przyszłości – nowe paradygmaty zarządzania europejskiego*, op.cit., p. 227.

⁴² M. Dziura, *Transfer technologii w gospodarce światowej: trendy i implikacje dla konkurencyjności krajów Grupy Wyszehradzkiej*, [in:] *Potencjał restrukturyzacji w warunkach globalizacji i nowej gospodarki*, op.cit., p. 454.

⁴³ *Ibid.*, pp. 450–453.

have the most renowned universities in the world, strictly connected with practice. New economy in these countries is based on knowledge and science where universities make scientific discoveries and create technical advancement. These universities exemplify pro quality management, and their evaluation depends on results – the results of research work and the quality of education. It is the best proof of the idea that high quality management in universities has impact upon the quality of their work results and their position on the competitive global market of research and educational services, which is currently accessible to every university trying to meet this market's requirements. It is a global market which verifies the results of long-term research work and current competence of university graduates from all over the world.

1.2.5. TQM IN THE DEVELOPED MARKET ECONOMY

The implementation of TQM principles needs change which might arouse concern and anxiety on the part of employees who, when implementing for example *lean management* or *lean production*, look upon the quality management with reluctance; they fear redundancies, the increase of workload and high expectations in relation to quality. That is why the role of man is so important: his/her quality of work, the quality of self-management, the degree to which people accept changes imposed by the top executives, active participation of every single employee in the implementation of TQM principles. "The will to introduce changes, trust, motivation and understanding that patterns of behaviour and people must change is essential"⁴⁴.

Financial crisis in the contemporary world was incited by the unfair practices by the biggest world banks; especially the American ones. The management of these banks was not subordinated to the principles of TQM management. Low quality of management led some of them to bankruptcy, partial nationalization and dependence on the governments of the countries in which they operated.

The increase of competitiveness will make it difficult for universities to sell their research and educational services at attractive prices. At the same time, employers must secure decent earnings for their employees. Providing balance between the need for global competition and the protection of employees' interests requires the adoption of strategy to combat through the quality which guarantees success to universities and better working conditions to their employees. This strategy has nothing to do with barriers limiting imagination and employees' commitment to improve the quality of their work. Strategy to combat through quality must be accompanied by solutions which will be safeguarding employees' interests and increasing their responsibility for what they are doing and the future of their university. W.E. Deming's recommendations are particularly precious in these considerations, as they describe basic tasks which an organization introducing TQM should complete. Their implementation will allow a university to reach harmony in social relations, a social compromise and political stability. Internationalization of universities demands flex-

⁴⁴ H.H. Steinbeck, *Total Quality Management*, Warszawa: Agencja Wydawnicza "Placet", 1998, p. 22.

ibility towards advantages coming from uniformity of social benefits and labour law, taking into account social and economic consequences of the decisions taken and following TQM philosophy in every single position of authority. It will help to improve the quality of work of both managers and their subordinates.

Universities will be obliged to find the best, original solutions to meet their needs and allowing them to make use of progress of integration in new operating conditions in the best way. They have to get organized again; to act in an entirely new way – adequate to the existing reality. That means, there is a need for swift pro quality management restructuring and building up new relations between managers and their subordinates based on the principles of: leadership, delegating authority, increasing responsibility and giving more action space to employees, as well as increasing their sense of responsibility. These transformations should enhance the growth of the quality of management and pro quality cultural changes in higher education. It will allow universities to make better use of the consequences of the advancing European integration.

In the conditions of the competitive international market, a higher education institution must be capable of carrying out fast changes and the employees must understand and accept the need to be flexible. “It will be easier for people to be flexible if they know, that through their effort they may reach improvement. That is why it is now believed that it is necessary for the European employees to be trained in team work”⁴⁵ which is one of the basic TQM principles conditioning continuous improvement of the quality of work and its current adjustment to market requirements.

The next condition to make organizations more flexible is the need to socialize management which can be achieved through the involvement of employees in the decision making process in faculties, institutes, departments and other organizational units and also at the top university level. Thus, the need for university flexibility becomes a means for better fulfillment of employees’ needs. Strong involvement of the committed staff in management accompanied by motivation to better quality of their work preached by TQM, enhances university development and leads to success in the international dimension.

Identification of the opportunities provided by the European Union, and using them to the full, imposes the condition of continuous improvement of the quality of work via permanent personal development, considerable expansion of employees’ knowledge, further training, new specializations, that is sustainable learning lasting one’s lifetime. Education must become a permanent element in every employee’s life, from the first day of employment until the retirement age, which constitutes a consecutive, very important TQM principle. Occasional trainings must be reshaped into a lifelong learning process encompassing all employees in an organization. The necessity for the development in IT management and its connection with HR management gave rise to a new method of management – *Knowledge Management*, which will find widespread use in the 21st century and will bring about a radical reorientation in the way of thinking of the university authorities. It will be

⁴⁵ *Ibid.*, p. 140.

aided by: creativity, innovativeness, technological and organizational advancement and better understanding of the expectations of the internal and external clients⁴⁶.

Progress in economic integration requires the change in perception of the role of an internal and external client at every level of an organization. The customer is always an ultimate judge of the quality of work; that is why requirements imposed in relation to work must be subordinated to the needs of the buyer, and the actual degree of customer satisfaction must be increasingly associated with the degree of motivation; that is employee commitment. An employee must be concerned with customer care and be ready to meet their expectations. Customers' requirements may differ geographically, by sector and by income. Every member of university staff must be prepared for that, to be ready to satisfy a customer any time, fulfilling their duty flexibly and to the full. The quality of work is, therefore, determined not only by knowledge and qualifications of an employee, but also his/her flexibility in regard to their approach to customer service and their understanding of customer's specific expectations. This customized approach to the needs of an individual customer is the prerequisite of university success, and it makes up another TQM principle.

The development of economic integration must not lead to the disintegration of a human being. "The vision of work, together with the concept of ownership, are the most important reference points in ethical assessment of the economic systems. The way work is done, and also fair distribution of the fruits of labour, appear in this context as the criteria of making judgment"⁴⁷.

Progress in economic and political integration within the framework of the European Union requires thinking in a European way. It does not mean, however, getting rid of national and regional identity. The preservation of a distinct character will allow to improve the quality of work and customize services, as customers are not identical, or clone-like; they differ in spite of being seemingly similar. Integration does not mean regimentation in higher education. That is why the accession of Eastern European countries to the European Union will require the skill of moving around in a very diversified environment as well as a high degree of tolerance. Politicians and manufacturers alike should always bear this fact in mind⁴⁸.

According to many specialists, the best recipe for the reintegration of Eastern Europe is through teaching modern management methods based on TQM principles and ISO requirements to their Western inhabitants as soon as possible⁴⁹. It applies in particular to higher education. Simultaneously, Western Europe should be open to the teachings of Eastern Europe. This mutual education and openness to each other are the prerequisites of integrational progress in Europe.

⁴⁶ M. Szarafin, *Knowledge management*, "Problemy Jakości" 1999, No. 3, p. 11.

⁴⁷ J. Gocko, *Ekonomia a moralność*, Lublin: Redakcja Wydawnictw Katolickich Uniwersytetu Lubelskiego, 1996, p. 215.

⁴⁸ T. Wawak, *Zarządzanie przez jakość*, Kraków: Wydawnictwo Informacji Ekonomicznej Uniwersytetu Jagiellońskiego, 1996, pp. 91–92.

⁴⁹ H. Bloom, R. Calori, Ph. de Woot, *Zarządzanie europejskie*, Warszawa: Poltext, 1995, p. 143.

Progress in the European integration in Poland requires:

- the adjustment of the quality of management and the quality of the provided services by higher education institutions to the growing demands of the European market;
- the ability to make fast changes as well as the acknowledgement, and full acceptance, of the need for flexibility on the part of employees;
- awareness among decision-makers that it will be easier for people to become flexible when they know that through their activities they can reach improvement;
- teaching team work to academic staff, as it enables the improvement of the quality of work, its adjustment to the current market needs and socialization of management through the involvement of employees in the decision-making process at every level of an organization;
- personal development of academic staff; expanding their knowledge, skills and qualifications, including managerial competence.

1.2.6. THE ADJUSTMENT OF HIGHER EDUCATION IN POLAND TO THE BOLOGNA PROCESS RECOMMENDATIONS

Along with the advancement of ever-present globalization and European integration, higher education in countries-signatories of the Bologna Process is also undergoing reform oriented towards the increase in the quality of education. At the IV Conference of Ministers responsible for higher education of countries-signatories of the Bologna Process, which took place between 19–20 May 2005 in Bergen, some of the following recommendations were adopted⁵⁰:

- tightening the relations between education and scientific research;
- providing unrestricted access to higher education to candidates from all social backgrounds regardless of their financial situation;
- creating mechanisms to transfer loans, scholarships, etc. and facilitating visa and work permit procedures;
- creating favourable conditions for student exchange;
- adopting uniform standards and recommendations ensuring quality in universities of European Higher Education Area⁵¹;
- adopting framework for qualifications of the European Higher Education Area (EQF)⁵²;
- removing barriers limiting the mobility of students and academic staff.

⁵⁰ Proces Boloński, www.bologna-bergen2005.no (reading date 20.05.2012); *Europejski Obszar Szkolnictwa Wyższego – realizacja celów*, Komunikat z konferencji europejskich ministrów ds. szkolnictwa wyższego, Bergen, 20 maja 2005 r., www.nauka.gov.pl (reading date 20.05.2012).

⁵¹ *Standardy i wskazówki zapewnienia jakości w Europejskim Obszarze Szkolnictwa Wyższego*, Materiały z konferencji europejskich ministrów ds. szkolnictwa wyższego, Bergen, 19–20 maja 2005 r., Warszawa 2005 r., www.nauka.gov.pl (reading date 20.05.2012).

⁵² *Ramowa Struktura Kwalifikacji Europejskiego Obszaru Szkolnictwa Wyższego*, Ministerstwo Nauki, Techniki i Innowacji Danii, luty 2005, transl. MNiSW, www.nauka.gov.pl (reading date 20.05.2012).

The recommendation of the European Parliament and the European Union Council dated 23.04.2008 on the establishment of the European Qualifications Framework for life-long learning policy⁵³:

- calls European Union universities for closer cooperation, increasing transparency and developing recognition methods for qualifications in the field of education and professional training, and implementing European Qualifications Framework (EQF) (under the recommendation of the Bologna Process) at eight levels as defined by a set of descriptors indicating the three learning outcomes: Knowledge, Skills and Competence;
- is of the opinion that the implementation of standards and recommendations concerning the provision of quality (quality management) in the European Union universities, as adopted in Bergen in May 2005, should constitute the basis for realization of the European Qualifications Framework, and thus the National Qualifications Framework by the signatories of the Bologna Process;
- defines the descriptors of the eight EQF levels (learning-teaching outcomes);
- sets common rules of quality assurance in higher education and professional training in the EQF context;
- the European Parliament and the European Union Council recommended their member countries that they fully implement the decisions of the Bologna Process concerning EQF and the system assuring quality; that is they refer national qualifications systems to EQF through the preparation of the National Qualifications Framework, in line with the national legislation and the accepted practice.

Between 2009–2010, two competitive strategies for the development of higher education in Poland for 2010–2020 appeared on the websites:

- “The development strategy for higher education between 2010–2020. Environmental report” compiled under the guidance of Professor J. Woźnicki, by a team appointed by a Consortium with the participation of the Conference of Rectors of Polish Higher Education Institutions, the Conference of Rectors of State Vocational Schools, and the Foundation of Polish Rectors – officially presented on 2 December 2009 and posted on the KRASP website⁵⁴;
- “The development strategy for higher education in Poland up to 2020” – posted on the authors’ website in February 2010 and a complementary article: “The condition of Higher Education in Poland” (in November 2009), compiled by the Ernst & Young Advisory consortium and Research Institute for Market Economics commissioned by the Ministry of Science and Higher Education⁵⁵.

⁵³ *Zalecenie Parlamentu Europejskiego i Rady Unii Europejskiej z dnia 23.04.2008 w sprawie ustanowienia Europejskich Ram Kwalifikacji do uczenia się przez całe życie*, Dziennik Urzędowy Unii Europejskiej C 111 z 6.05.2008 r., p. 1, <http://eur-lex.europa.eu> (reading date 20.05.2012).

⁵⁴ *Strategia rozwoju szkolnictwa wyższego 2010–2020. Projekt środowiskowy*, t. 1, www.krasp.org.pl, Dziennik Urzędowy Unii Europejskiej C 111 z 6.05.2008 r., p. 1, <http://eur-lex.europa.eu> (reading date 20.05.2012).

⁵⁵ *Strategia rozwoju szkolnictwa wyższego w Polsce do 2020 roku i Diagnoza stanu szkolnictwa wyższego w Polsce*, www.uczelnia2020.pl (reading date 20.05.2012).

Following a few years of research, analyses and discussions, on 18 March 2011, the Lower Chamber of the Polish Parliament (Sejm) passed a law on the change in legislation – the law on higher education, acts on academic degrees and titles in the sphere of arts, and also changes in some other laws – an amendment to the legislation on higher education, for short⁵⁶. Over 20 executive acts have been introduced along with this act, mainly in the form of ordinances by the Minister of Science and Higher Education. As of 1 October 2011, the law reform started in higher education in Poland, and the adjustment of universities to the requirements of the European Union and the European Higher Education Area, in line with the recommendations of the Bologna Process. The practical implementation of this novel to the law on higher education will be taking place gradually; as agreed, until the end of 2012. The most important executive acts issued so far comprise the ordinances of the Minister of Science and Higher Education on⁵⁷:

- the areas of knowledge, the fields of science and art, as well as the branches of science and arts;
- criteria, conditions and procedures for the application for the status of the National Leading Scientific Centre;
- National Qualifications Framework for Higher Education;
- conditions for programme evaluation and institutional evaluation;
- conditions for running (independently by a university) a specific field of study at a specific level;
- model educational effects;
- conditions and procedures for transfer of student achievement;
- the scope and mode of recovery programme to restore university financial balance;
- the method of distribution and the mode of transfer of government funds to subsidize operator's pro quality activities;
- the method and procedures for establishing cost indicators for particular fields of full-time studies of the first and second degree, master's degree studies, areas of studies, and also for full-time PhD studies;
- the way of state distribution of subsidies for state and private universities;
- educational standards preparing for the role in the teaching career;
- the amendment to the ordinance on the conditions imposed on the university to be allowed to run classes and lectures with the use of distance-learning methods and techniques;

The Minister of Science and Higher Education defined the tasks for urgent implementation by the state and private universities concerning the preparation of internal university regulations on university obligations to students, in accordance with the above mentioned act, dated 18 March 2011 (annex No 1 of 31 May 2011 to the mentioned act)⁵⁸:

⁵⁶ Dz.U. z 2011, nr 84, poz. 455.

⁵⁷ www.nauka.gov.pl (reading date 20.05.2012).

⁵⁸ *Ibid.*

- drawing up the university development strategy along with the development strategies of basic organizational units of the university in conformity with each other;
- adjusting university statute to the new regulations included in the act;
- adjusting university procedure rules to the new regulations included in the act;
- drawing up management copyright rules with the related rules, industrial ownership rules, as well as the principles of commercialization of university research work results, and development projects;
- drawing up detailed PhD studies rules;
- defining principles for granting financial aid to PhD students;
- drawing up a model of university degree diploma;
- determining the conditions and procedure of student recruitment;
- drawing up and promoting a PhD ethical code;
- adjusting educational programmes in the currently run and planned fields of study to educational effects drawn up by a university, in accordance with the National Qualifications Framework for Higher Education for the areas of education determined by the Ministry of Science and Higher education;
- drawing up detailed effects of education, which take into account new regulations, and adjusting them to the PhD studies programme;
- drawing up effects of education, the way of their verification and documentation, and drawing up educational programmes for post-diploma studies, which take into account new regulations;
- drawing up cost indicators of the currently run fields of study, in accordance with the way and procedure of their determination, as defined in the Ministerial ordinance;
- determining the principles of imposing charges, along with figures, for the provided educational services and education itself.

The opinion of the Minister of Science and Higher Education on the amendment to the legislation about higher education:

- drawing up a new contract model between a university and a student defining financial terms of studies, or educational services (in accordance with the new charging principles);
- introducing the internal system ensuring the quality of education and its improvement in accordance with the new regulations;
- drawing up the monitoring system of graduates' future career;
- drawing up the material and financial plan, subject to the submission to the minister 14 days after its enactment.

According to the Ministry of Science and Higher Education⁵⁹, this legislation makes a milestone step towards modern Polish universities – effectively managed, open to the outside world, focused on the development of talented scientists and students, which strengthens the autonomy of higher education and which will be capable of creating

⁵⁹ Opinia Ministra Nauki i Szkolnictwa Wyższego w sprawie nowelizacji ustawy o szkolnictwie wyższym, <http://www.nauka.gov.pl/ministerstwo/aktualnosci/> (reading date 20.05.2012).

original programmes and new fields of study integrating knowledge from different branches of science. The amendment to the legislation on higher education in Poland:

- introduces the possibility to educate students with the participation of employers, or on their request, and to include people representing social, economic and political organizations in the team preparing syllabuses for study programmes of a practical profile;
- abolishes the requirement to have university rules and statutes approved by the minister; however the latter will have to contain certain specific elements;
- introduces two alternative entitlements as regards the appointment of the university chancellor (rector) and heads of basic organizational units (deans) as well as their deputies, in an open competition or elections;
- entitles rectors to create, transform and close down university organizational units, as well as to open their branches;
- will persuade scientific mentors, employers and experts in the field of economics to join into the process of creation of new educational offers;
- makes diplomas of Polish university graduates comparable with the diplomas issued in other European countries, thanks to the implementation of the National Qualifications Framework;
- tends to make university financing subject to the quality of education and research results, as more and more funds will be distributed in the form of competition addressed to the best performing research units, teams of experts, faculties and universities.

The opinion of the Minister of Science and Higher Education on the amendment to the act on higher education:

- it guarantees that the best units of state and private universities, which will gain the status of National Leading Scientific Centres (KNOW) will be getting extra means which translates that extra money will reach the outstanding, young scientists;
- it introduces a simplified career path for scientists and the application procedure for a post-doctoral degree; it eliminates non-factual aspects of the applicants' evaluation;
- it increases financial support for PhD students and grants them price reductions on transportation;
- it curbs the number of full-time positions held by one employee through the obligation to obtain rector's permission for the second full-time position with another employer;
- it introduces obligatory academic employee appraisal of scientific, educational and organizational activity; at least every two years (in case of professors – every four years);
- it imposes an obligation upon universities to draw up and implement intellectual property rules and to adopt the principles of commercialization of research work results;
- it protects students' rights via the introduction of obligatory contracts between a university and a student;

- it guarantees all students a catalogue of administrative services free of charge including: a supplement to a diploma, an entry for the consecutive semester or academic year, free of charge examinations (including a resit exam, a resit exam in front of an examination board, and a final exam);
- it ensures the increase in the number and amount of maintenance grants.

Will these plans be implemented, and if yes – to what extent? We will find out in a few years' time. Universities may assume different attitudes towards the proposed development strategy of higher education⁶⁰:

- **wait-and-see attitude**: they may accept the assumption that, perhaps, the new proposed solutions in higher education will not come into effect; then there will be no need to adopt them, so it is worthwhile to wait for concrete prescriptive acts which will oblige to take specific action;
- **play-safe attitude**: they may take sham actions, avoid deep reform of the university system, its functioning and management and introduce formal changes which will not disturb the status quo of the internal order;
- **non-committal attitude**: they may follow the guidelines at the lowest level acceptable by the legislation, the Ministry and regional authorities so as to change as little as possible in the internal order of the university;
- **bureaucratic attitude**: the university authorities, faculties and institutes may issue a large number of complicated directives, and in the maze of regulations successfully lose the ideas for the suggested changes in the internal university order. Literally, every taken decision will be in compliance with the expectations of the higher education reformers, but all of them taken together will be slowing down, or even preventing, the execution of reforms; e.g., in the university system the functioning of the Senate or the Faculty Council, and making it possible to preserve the existing privileges and principles currently based on the democratic centralism and bureaucratic, hierarchical feudal-like dependence, when people were deprived of motivation and opportunity for independent action;
- **commitment and participation attitude**: in the creation and implementation of the development strategy for higher education accepted in Poland: this attitude will allow a university for fast implementation of the European Union and the Bologna Process recommendations and will make it possible to adapt the solutions of the leading American and European universities to the Polish conditions which, in turn, will allow them to develop faster and catch up with the leading European universities.

On the basis of the observations it appears that the prevailing attitudes among the universities are currently the wait-and-see attitude and the non-committal attitude in the implementation of radical changes in their management and in the way they operate. The update of the legal rules concerning higher education will release a bureaucratic attitude in the majority of state and private universities, as there is not

⁶⁰ T. Wawak, *Strategia rozwoju i zarządzania narzędziem funkcjonowania szkoły wyższej*, [in:] *Zarządzanie jakością. Doskonalenie organizacji*, vol. II, ed. by T. Sikora, Kraków: Wydawnictwo Naukowe PTTŻ, 2010, pp. 301–303.

enough encouragement and incentives for universities to adopt the participative attitude characterized by commitment to the proposed strategies for the development of higher education and the assumptions of the Ministry for the update of legislation concerning science and higher education. The proposed reform does not change sufficiently the idea of internal order; neither does it provide enough financial means for the full implementation of the indispensable changes in higher education. The intentions are very good but their completion is not; in such a situation, possible. The participation of academic teachers in drafting the development strategy for higher education and creating internal order in higher education in Poland is symbolic and marginal. What is missing is a grassroots movement and some interest on the part of the academic environment in taking part in the higher education reform. Only a small group of people is involved in this undertaking. The economic situation in Poland and in Europe, the lack of commitment on the part of academic staff to the improvement of the quality of management and their own scientific, didactic and organizational activity will be hampering the progress of the reform in Poland. Updating legislation on higher education in Poland is an indispensable effort focused on the rise in the quality of services provided by universities: research, educational and consulting on the open, competitive market of the European Higher Education Area bringing Polish universities closer to the European and global requirements and providing favourable conditions for them.

1.2.7. INTEGRATED MANAGEMENT

According to Professor Ber Haus, by “‘integrated management’ we understand: the whole; the complexity of the combined, coherent elements of management in which “all” the components of management are included. These elements, to make it short, are its synthesized functions, i.e. planning, organization, motivating and monitoring”⁶¹. It is a duty of the manager, irrespective of the adopted configuration, to maintain management integrity; bearing in mind that the danger of its violation always exists⁶². Every single decision taken must at the same time ensure the intended quality level, the protection of the natural environment, and perfect safety of the information flow, no matter what management concepts, systems, methods and tools are used in the organization. Their skillful connection into one cohesive whole makes it possible to take up effective decisions increasing the success of the organization’s activity; that is the degree to which organization’s mission and objectives are completed. Decision-makers should not only have extensive knowledge in this field, but foremost, they should have the natural ability to coordinate, thus achieving the inte-

⁶¹ B. Haus, *Teoria i praktyka zintegrowanego zarządzania przedsiębiorstwem*, [in:] *Nowe kierunki w zarządzaniu przedsiębiorstwem – koncepcje przekrojowe*, Proceedings of Science Conference of Akademia Ekonomiczna Wrocław, Miłków k. Karpacza: Akademia Ekonomiczna we Wrocławiu, 1988.

⁶² T. Wawak, *Zintegrowane systemy zarządzania a jakość wyrobów*, [in:] *Jakość wyrobów w gospodarce rynkowej*, Proceedings of Science Conference, Kraków: Akademia Ekonomiczna w Krakowie, 1998, p. 124.

grated “whole” – the result of continuous exercise in connection with keeping up with current literature. Then, decision-makers implement one, coherent, integrated management system in relation to different parts and planes of the organization’s activity, which ensures management integrity or which integrates management subsystems connected together by one overarching philosophical concept of management – Total Quality Management – the philosophy of integrated management through quality.

Organizations often use simultaneously chosen concepts, systems, methods and tools of management; they change their rank and gradually transform the existing systems into:

- a standardized, integrated management system which is based either on domestic norms (e.g. PN) or international ones (e.g. ISO) or other standards (e.g. the Bologna Process standards – Bergen 2005) and is subjected to audits or inspections and is certified or accredited by the authorized accrediting domestic or international institutions;
- a synchronized, integrated management system which is the internal, integrated system developed in the organization and which, at the same time, fulfills its objectives in the right way and at the right time; this integrated system is not based on domestic, international or any other norms, nor is it the subject to certification and outside audition.

None of these two integrated management systems operates in Polish universities. The creation of an integrated system of management in the way of blending the existing systems does not operate in universities. In several dozen schools, the quality management system answering the requirements of ISO 9001 has been implemented and certified in certain faculties, the chosen institutes and departments; it is not the integrated management system, however. The said systems have little to do with the requirement of the document: “Standards and guidelines on securing quality in the European Higher Education Area” adopted in 2005 at a conference of Ministers responsible for higher education of the countries-signatories of the Bologna Process in Bergen⁶³. In many universities, class inspection by supervisors and student appraisal of the academic teachers is called at present the system of ensuring the quality of education. The evaluation of education which temporarily serves as a substitute of the quality management system in these universities cannot lead successfully to the integrated quality management of education and to the attainment of the desired level of the university quality.

⁶³ *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, Conference of European Ministers Responsible for Higher Education, Bergen, 19–20 May 2005, <http://www.bologna-bergen2005.no/> (reading date 10.05.2012); *Materiały z konferencji europejskich ministrów do spraw szkolnictwa wyższego*, Bergen, 19–20 maja 2005, MNiSW, Warszawa 2005, p. 9; *Proces Boloński*, www.nauka.gov.pl (reading date 10.05.2012); *Ramowa Struktura Kwalifikacji Europejskiego Obszaru Szkolnictwa Wyższego*, Ministerstwo Nauki, Techniki i Innowacji Danii, February 2005, transl. MNiSW, www.nauka.gov.pl (reading date 10.05.2012).

1.2.8. DISINTEGRATED MANAGEMENT

Research work carried out by the Author between 2006–2011⁶⁴ proves that the system of management prevailing in state and private universities does not meet the requirements of the definition of integrated management.

The system of management generally prevailing in Polish universities is incoherent and incomprehensive, that is – disintegrated. It combines the elements of real socialism based on “nobody’s” property. The so-called “traditional system” allows today to fulfill the particularist and common goals, at one’s own discretion, at particular levels of university management. The most appropriate name for the currently existing management system in both state and private universities in Poland is “the system of management disintegrated by objectives”.

The formal objectives of every university are defined in its statute. The way in which they are fulfilled differs in individual institutions. The system of interpretation of these goals and the way they are perceived by the staff and the founders differ, too. The lack of coherence and differentiation, sometimes contradictory goals of people involved in higher education (starting with a trainee assistant followed by a professor heading a department, a faculty dean, the rector and finally the minister of higher education and parliamentarians focusing on science, education and higher education) often give rise to a disintegrated management system in state and private universities. The actual, particular goals begin to differ more and more from the formally written down goals included in the university statute.

Every university lecturer should fulfill the following goals and tasks:

- improvement of one’s own research technique, keeping up-to-date with current professional publications available in libraries and on the websites, improvement of foreign language skills;
- own research and participation in the activities of one’s own research unit or department, under the guidance of a professor or tutor, resulting in publications; participation in scientific conferences, an exemplary PhD thesis completed within 4 years or a highly praised post-doctoral degree obtained within 6 years;
- scientific and didactic co-operation with counterparts from other home and foreign universities;
- active co-operation with the practical side of research in its general sense;

⁶⁴ T. Wawak, *Zarządzanie w szkole wyższej. Raport z badań zrealizowany pod kierunkiem T. Wawaka w ramach projektu badawczego finansowanego z wydziałowej rezerwy na badania własne (WBPW) Wydziału Zarządzania i Komunikacji Społecznej*, Uniwersytet Jagielloński, Kraków 2008–2009; T. Wawak, *Wstępny roboczy raport z I etapu badań na temat: „Projakściowa restrukturyzacja zarządzania w szkolnictwie wyższym”*, [in:] *Wyzwania zarządzania jakością w szkołach wyższych*, ed. by T. Wawak, Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego, 2011, pp. 357–376; T. Wawak, *Oczekiwanie studentów – skrócony raport z badań ankietowych*, [in:] *Wpływ zmienności otoczenia na doskonalenie organizacji*, ed. by E. Skrzypek, Lublin: UMCS, 2011; T. Wawak, *Jakość zarządzania na uczelniach w ocenie dziekanów, kanclerzy i kvestorów – wyniki badań*, [in:] *Wyzwania zarządzania jakością w szkołach wyższych*, op.cit., pp. 319–354.

- thorough preparation to didactic activity, continuous perfecting of teaching techniques.

However, a perfect attainment of these objectives – whose legitimacy does not raise any doubts and is in line with the objectives of any university – is very unlikely, if not impossible. The goals of individual members of academic staff, including lecturers, are often varied and incompatible with the above mentioned desirable goals which should be pursued. The lack of coherence and mutual harmony between faculties, departments and other units and their employees produces contradictory interests and leads to the disintegration of management. As the results of long-lasting research carried out by the author show⁶⁵, the reasons for this situation, however different in their intensity in individual universities, are as follows:

- the level of preparation of a lecturer to carry out research and didactic activity and inappropriate system of employee selection, which is not always based on substantive factors;
- not sufficient financial backing of lecturers for research work, publications, conferences as well as perfecting their research and didactic activity;
- the results of research and didactic activity and the development of a lecturer are not of interest to their superiors, particularly in-between employee appraisal periods;
- the superiors are not interested – from the economic point of view – in the scientific and didactic development of their inferiors and occasionally they find their fast development (nicknamed “hyper-activity”) annoying;
- the inferiors, as a result of inappropriate statutes and procedure rules report directly to several different people at the same time (e.g. to the head of department and the head of institute; to the dean and the rector, not to mention their deputies and proxies);
- the employees, lost in the intrigues of their superiors, do not know what to do and what not to do. In such situations, only people of exceptional integrity and strong nervous system can comply with the requirements, and they do what they want, but often at the price of their health;
- the system of material and non-material incentives actually available in universities does not motivate; sometimes it even demotivates to research and didactic effort;
- a lecturer must provide for himself and his family and considering how low university income is (lower in comparison to the national average of the early 1970’s), it is obvious that employees need to find additional employment, which seriously limits the time for the fulfillment of the goals mentioned above;
- university does not provide a lecturer with accommodation; neither does it guarantee a place in a creche or kindergarten for the children (although this benefit existed in the past), which limits the time due to research;
- a lecturer is obliged to do a large number of various odd jobs: administrative, organizational, technical, to do overtime and to act as a substitute teacher

⁶⁵ T. Wawak, *ibidem*.

which he/she is assigned callously by the superiors who do not analyze the consequences of such orders;

- the lecturer's health condition, as well as very imperfect state of medical and social care that affect him/her and their family, steals the precious time which otherwise could be devoted to research;
- inborn reluctance of a lecturer to research and didactic work and the real reason behind his/her decision to join the university which may be reduced to taking advantage of work benefits, e.g. insurance;
- others.

The scientific and didactic goals and tasks of professors are defined in the university statute and procedure rules, as well as in other internal legal documents referring to higher education. At the same time, a professor contends with a number of unfavourable conditions of work, just like a lecturer and assistant professor. To avoid repetition, let us concentrate on several typical determinants responsible for the fact that professors sometimes do not fulfill their goals and tasks. The following are included on the list⁶⁶:

- professor's responsibility for running a department or research unit is slight and proportional to the fractional authority in his position;
- in some universities a professor is the head of department or research unit but has no authority over the employees, so he/she cannot take responsibility for the development of the said units or scientific and research work results; as the head of institute, a dean, in rare cases the rector, may give employees orders contradictory to the ones issued by the head of the given unit;
- a head of institute, a dean and the rector may hamper the work of a professor, the head of department or research unit, a PhD student's tutor or a post doctoral researcher, through their orders and rewarding the department or research unit employees for the activities contrary to the wishes of the said head of department or research unit, but in line with the expectations of the head of institute or the dean;
- flaws in the statute, HR policy, taking sides, the struggle for power in the institute and faculty may deprive a professor of the possibility to supervise scientific and didactic activity of the department or unit which he formally heads;
- until 1969, a Polish professor used to head a department or research unit and the employees who worked under him, and who he was responsible for. At present, he/she heads a unit whose employees, *de facto*, do not report to him, as they are obliged to carry out orders given to them – without the consultation with the professor – by the head of an institute, a dean or their deputies;
- in private universities, employees actually report to the founder, a dean and the chancellor; the role and position of professors as heads of departments and research units is often illusory and narrowed down to collecting a low management allowance supplementing the professor's modest salary;

⁶⁶ T. Wawak, *Jakość zarządzania w szkołach wyższych*, Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego, 2012.

- in some higher education institutions, as the research carried out by the author has revealed twice, mobbing, lobbying and unequal treatment, which also affects professors, are commonplace; besides “the principle of management partiality” got revitalized (it was flourishing to a varied extent in Polish universities in the early years of communism) in the form of the so-called “power groups” and “consultative professors” representing different political parties, union factions and interest groups.

The examples of anomaly given above, which were disturbing the correct efficient management process described by Professor Ber Haus mentioned before, and the examples of solutions contradictory to the principle of one-man management, based on lobbying and mobbing are a significant source causing the disturbance in management integrity in universities at the level of faculty, institute, department and research unit⁶⁷. The lack of coherent, compatible and clear goals and the code of behaviour applicable to all employees to the same degree, is the cause of management disintegration and lowering of its effectiveness.

It seems that universities have always had to choose between the centralized and decentralized organizational structure and the level of financial independence of its organizational units. In research work carried out by the author on a nationwide scale the majority of the professors and doctors questioned were in favour of faculties' financial independence; only one out of three among the respondents were in favour of financial independence of departments⁶⁸. This fact points out to the growing acceptance of the corporate character of university, (a holding company) whose faculties resemble company subsidiaries.

At the same time, higher education institutions which want to be called “universities” must remember about the development of their structure and of their scientific research and education in all the areas; not only those profit-making ones. That is why the university economy should be based on the following principles:

- faculties are financially independent and they cover their costs from their own income; e.g. from the state budget subsidies, tuition, research and consulting services as well as research and didactic grants;
- faculties are obliged to work out an economic surplus which should go to self-financing of their development and, in the agreed proportion, to subsidize the university development;
- deficit research and educational undertakings, realized to plan, and the development of new specializations and fields of study, as well as educational and research university projects should be financed from the joint fund for development and new initiatives, created from the means produced by faculties;
- all university undertakings should bring economic surplus, except those which were accepted to completion as non-profit (in short-term);

⁶⁷ *Ibid.*

⁶⁸ T. Wawak, *Zarządzanie w szkole wyższej. Raport z badań zrealizowany pod kierunkiem T. Wawaka w ramach projektu badawczego finansowanego z wydziałowej rezerwy na badania własne (WBPW) Wydziału Zarządzania i Komunikacji Społecznej, op.cit.*

- costs and income accompanying the fulfillment of each undertaking should be put into evidence separately, analyzed by the faculty treasurer and finance officer and optimized by the institution carrying out the project.

Abandoning these principles leads to conflicts in university; it demotivates to profit-bringing activity, which disintegrates the process of management and lowers its effectiveness. The lack of insight into the income and cost figures of individual research and educational undertakings and individual university organizational units gives rise to ungrounded fear that financial means will be taken away from exemplary units and passed over to unprofitable ones to cover their deficit. The means worked out by correctly operating, active organizational units should not be used to cover the deficit of passive and wasteful units. Anxiety disintegrates management and deteriorates the financial situation of university. Hiding mismanagement of university organizational units and the sources of loss and deficit, leads to permanent university deficit, permanent loss of financial liquidity, its bankruptcy and prompt closure.

1.2.9. MANAGEMENT CRISIS

The Latin term “labour” means two things: work and illness. People have acknowledged for centuries that, on the one hand, work is a human creation which produces goods and satisfies human needs; on the other hand, work demands effort and causes hardships. Treating people like objects in the work process makes us associate work only with hardship, which in turn is identified by some with punishment for sin, and with toll for life by others. People tend, in their efforts, to perform work; that is to increase the level of satisfaction of their needs and to lower the degree of hardship. Through conscious effort, they tend to improve the quality of life making better quality products on the one hand, and improving their working conditions and lowering the investment necessary to reach their goals, on the other hand. Man acting in a rational way tends to the increase in the quality of his/her work and productivity. To make it possible, the notion of work should be given sense; its correct interpretation should be revitalized, and the general understanding of the idea of work developed⁶⁹.

The increase in the quality of work is not achieved easily. The process must begin at the highest level – in the university Senate – through intermediate levels – faculty and institute councils, and continue down, lower and lower embracing departments and all the remaining university organizational units. Time and good will are needed for training and the wise choice of managers and their subordinates, which should be made on the basis of the objective, open competition to fill in the posts in both state and private universities.

The improvement of the quality of work should start with the gradual elimination of the main agents leading to inadequacy in the quality of employees’ work. The

⁶⁹ T. Wawak, *Jakość pracy a jakość życia*, [in:] *Polityka jakości polskich przedsiębiorstw w dobie integracji europejskiej*, Wiedeń, październik 1998, ed. by M. Bugdol, W. Jacher, J Szpineter, Wiedeń, Racibórz: Austrian Foundation for Quality Management, Zakład Elektroł Węglowych, 1998, p. 309.

reasons comprise, among others, the unnoticed creeping labour crisis, of a particular intensity and specific characteristics, in connection with the disintegration of management. According to Rev. Professor Józef Tischner, labour crisis comes down to: the crisis of the meaning of work, the crisis of co-operation, and the crisis of initiative⁷⁰. The first one emerges when people begin to notice that their work is of little use, or completely useless altogether; partially or fully wasted, not relating to the work of other people and, despite effort, it turns out to be meaningless. It leads to work pathology, as work no longer resembles the creative human activity but it becomes the means of wasting money and human effort instead. Employees' conviction that they are doing a meaningless job damages the basic bonds of understanding between the employees, between one citizen and another, and between the authorities and the society. In this way co-operation crisis is born. It is characterized by: chronic co-operation disorder, the system of coercion and regular shifting responsibility, and general reluctance to co-operation. Agreement "through work" is replaced by combat "through work". Work is becoming the plane of misunderstanding and conflicts. Work harmony is broken, its synchronization upset, and the general result is the waste of time in an organization where the level of work quality goes down. Uncreative work deprived of its meaning and unrelated to the work of others inclines a worker to lower its quality. If work is no longer a plane of mutual understandings between people, then its outcome – that is products and services – will not meet the market needs in the right way. All this will lead to the crisis of initiative, which manifests itself in the lack of opportunity. The more complicated work is, the lesser the role of internal regulations issued by superiors and the bigger the role of internal self-regulations of the work system based on the principles of harmonious co-operation between the people, the capital and the government in the positive fulfillment of work goals. Human labour is more than just means of making a living. It is a mode of existence and personal self-realization. If the role of work is narrowed down to sustaining human life, then there is no place for initiatives which arise from inner human needs, and which come into light when an employee sees the meaning of his/her effort⁷¹.

Labour crisis, in every organization including university, deepens management disintegration and lowers the level of employees' quality of work. The drop in the quality of work, including university, manifests itself in:

1. Lowered levels of the quality of management – the services provided by the management;
2. Deterioration of the quality of implementation of the decisions taken up by the superiors.

The quality of management in higher education means the degree to which a set of inherent qualities of coordinated action related to management and monitoring in university meets the needs of students and other parties involved (which have been defined and accepted by tradition, or whose observance is obligatory).

⁷⁰ J. Tischner, *Polski kryzys pracy*, [in:] *W kręgu filozofii pracy*, Kraków, 1983, pp. 29–36.

⁷¹ *Ibid.*

The definition has two sides⁷²:

- The descriptive – identifying the quality of management with inherent qualities of action relating to university management and monitoring;
- The evaluating – perceiving the quality of management as a degree to which the requirements of students, employees, owners and other parties involved (the state, the local authorities, future employers, graduates, etc.) are met.

Managers (superiors) carry out their managerial duties in return for additional remuneration, paid out monthly. A university pays them for the provided managerial services, that is managing a designated organizational unit. The quality of this service, e.g. by a rector, a dean or a university Senate, can be called the quality of management at these specific levels of management. The quality of management translates into the quality of work in 70%. That is why the labour crisis is, to a large extent, the outcome of inadequate quality of management. In other words, management crisis lies at the basis of the labour crisis in higher education which manifests itself in the low quality of management and management disintegration. The starting point of the repair programme to get out of the labour crisis in university should be in prevention and overcoming management crisis in university or academy through continuous improvement of the quality of management and the integration of management – two processes closely linked with each other.

The causes and elements of the management crisis are the same as in the case of the labour crisis, as managing is also a type of work performed by people employed in university in managerial positions, which has a decisive impact on the quality of work of their subordinates (the executors of the superiors' decisions). Thus we can talk about:

- The crisis of the managers' (superiors') meaning of work, when work is no longer creative but the waste of time and human effort;
- The crisis of cooperation between managers (superiors) – chronic disorder in co-operation, the system of coercion and permanent shifting responsibility, reluctance to co-operation;
- The crisis of managers' (superiors') initiative; no scope for initiative in consequence of disturbing internal disorder in university.

Over a forty-year span of work experience of the author in both state and private universities allows him to point out to numerous examples of people in managerial positions in specific institutions, who apart from management allowance to their basic salary have no other motivation to perform their duties, e.g. head of a research unit, whose authority is illusory, or head of an institute who has tied hands, and in consequence is not responsible for anything. Generally, contradictory and competitive goals of people managing organizational units in universities lead to a crisis in co-operation. In its consequence, work becomes a plane of misunderstandings and conflict. Work harmony is broken, its synchronization is upset which brings about the waste of time in the given organizational unit and the decline of its level of quality. Work becomes the plane of misunderstandings and conflict which obstructs all

⁷² T. Wawak, *Doskonalenie jakości zarządzania w szkole wyższej*, [in:] *Doskonalenie systemów zarządzania w społeczeństwie informacyjnym*, vol. 2, ed. by A. Stabryła, Kraków: Akademia Ekonomiczna w Krakowie, 2006, pp. 427–428.

signs of initiative of the managers, and that is not only before their term of office comes to the end. The meaning of work for some of the superiors narrows down to financial benefits that the post offers, which in case of people lacking qualifications to perform their duties in a given capacity, puts them in front of insurmountable problems. In some cases, incompetent superiors, e.g. a dean, find a dubious consolation in the prospect, that on terminating their term of office their portrait will be hanged in the faculty council boardroom, where later his/her employees will express behind their back their satisfaction from the fact that their boss's term of office is over. That's the way the executives' work results are summed up in some universities.

In the meantime, initiatives arise from inner human needs and they emerge into light when an employee can see the meaning of his/her work and has knowledge, skills and qualifications. The mere wish to perform a function and the so-called "connections" are not sufficient; the initiative crisis is bound to appear whether an employee is interested in maintaining his/her executive position, or not; or whether he or she desires to be promoted.

Management crisis, closely connected with low quality of management, leads to disintegration of management and results in low effectiveness of university operations in all areas of activity, especially in the field of research work and educational services provided at a low level. Superiors do not try hard enough to secure high quality level of university research, educational and consulting services or to motivate their subordinates to do their duties properly. Management crisis is quickly translated into low quality work of academic teachers and it results in the drop in the quality of education. This process cannot be stopped by introducing students' employee appraisals or class inspection. These forms devised to ensure the quality of education do not have strong impact upon the factual quality; it is confirmed by research work carried out by the author among students in Poland, Russia, Algeria and the Ukraine. Nevertheless, in many Polish universities employee appraisal and class inspection substitute and imitate the necessary action which guarantees the growth of the quality of education and fake the activity of managers responsible for education. Academic teachers and students alike do not treat these assessment methods seriously. Students' appraisal is not always reliable and just. Naturally, these universities do not attain the desired, positive results⁷³.

1.2.10. THE IMPROVEMENT OF THE QUALITY OF MANAGEMENT

The quality of management in higher education means the quality of managerial activity; that is the quality of work of managers who provide managerial services to the university and for that they receive additional pay. The quality of management refers to the quality of work of superiors providing managerial services whose effort can-

⁷³ T. Wawak, *Oczekiwania studentów – skrócony raport z badań ankietowych*, [in:] *Wpływ zmienności otoczenia na doskonalenie organizacji*, ed. by E. Skrzypek, Lublin: UMCS, 2011.

not be reduced to managing personnel, or managing human resources, or managing subordinates. The quality of work of university employees is the result of synergy:

- The quality of work of managers, that is 65% of the quality of management;
- The quality of work of subordinates, that is the quality of task completion in 35%.

The increase in the quality of management means superiors' continuous improvement in their performance in the managing capacity. The objectives of this improvement in higher education are first of all:

- Meeting the needs and expectations of students, their sponsors and institutions commissioning scientific research, expertise and other services provided by universities;
- Fulfillment of the requirements imposed by the state, owners, sponsors and employees;
- Meeting expectations of the remaining stakeholders, future employers, and university graduates in particular;
- Preventing management crisis and, in case it comes, helping the university out.

The improvement of the university quality of management means the executives' better use of the human capital which is at the disposal of organizational units they head for the sake of:

- optimal use of the assets;
- improvement in the quality of running teams (in faculties, institutes, departments, research units, divisions, branches, etc.);
- streamlining the recruitment process, its course and certification;
- optimal use of financial assets and current assets while completing the task;
- increasing remuneration, proportionally to the quantity and quality of work done by all the university employees, creating healthy competition and exemplary co-operation;
- skillful profit making and optimal management of cash flow and assets;
- releasing employees' commitment into perfecting the quality of management in university.

As research carried out by the author mentioned before shows, there are barriers of different strength to employee commitment into the improvement of the quality of management in university. Here is the list:

- flawed solutions in the university statute, which hampers activity;
- low requirements in regard to the desired qualifications necessary to perform managerial duties, in relation to people who perform one-man functions in university;
- lack of managerial skills among university superiors;
- economically coerced double-time employment and overtime;
- employees' lack of commitment to the development (e.g. of institutes), as a result of clashes between different interest groups;
- informal relations which block the development of junior staff and deprive them of interest in the university development; as a result, the young concentrate on themselves;

- “arranging” elections and the rule of the so-called interest groups (co-operatives) hinder the commitment of some employees, who become silenced, and lead to cases of mobbing and lobbying.

Accomplishing the university mission and attaining its goals requires the elimination of the mentioned barriers and involving employees in the process of quality management. That is why university authorities should try to implement TQC principles (Total Quality Commitment) – the overall involvement in quality which is characterized by the following⁷⁴:

- top university management initiates activities in the sphere of managing quality in co-operation with all organizational units and all employees;
- the basis of streamlining in the sphere of quality are grassroot teams for improving the quality of work operating on the level of university, faculty or institute;
- acknowledging the effectiveness of managing quality and making use of the data to introduce improvements at every level of management;
- rigorous introduction of “quality in the first place” principle and subordination of all quality decisions to TQC requirements.

We can make a list of the following actions promoting TQC in university⁷⁵:

- the increase of the technical level of scientific research and education;
- project and construction (of programmes, schedules) reviews;
- monitoring of systems and quality management processes in university to secure the quality of education and procedure audits;
- computer support for managing the quality;
- monitoring staff productivity in administration, technical sector and services;
- acknowledging compatibility of action with the human factor;
- the application of cost account in the quality of education;
- reliability assessment and the estimation of safety in university;
- the application of active marketing for the encouragement of students and all the university employees.

In pursuit of continuous improvement of the quality of management, the university authorities accelerate the development of the institution and make it more competitive on the educational market. A university is not an enterprise. Making profit is not its ultimate goal. University authorities have an obligation to ensure income higher than costs and to work out economic surplus (which cannot be called profit) to cover the cost of development, e.g. to buy new research equipment or build new lecture rooms. That is why universities must act economically; that is they must be thrifty in order to obtain the maximum of extra value from the same investment, to complete goals and tasks better, and step by step, come closer to the perfect university model. At the same time, university must secure its employees decent remuneration, which will help attract the best specialists. Perfecting the quality, achieved – among others – thanks to the implementation of the efficient system of quality management serves this purpose.

⁷⁴ K. Stefański, *Upowszechnianie Kompleksowego Sterowania Jakością w przedsiębiorstwach japońskich*, [in:] *Sterowanie jakością w przedsiębiorstwach japońskich*, Warszawa: Instytut Organizacji i Zarządzania w Przemśle “ORGMASZ”, 1992, pp. 4–5.

⁷⁵ *Ibid.*, p. 15.

1.2.11. MANAGEMENT INTEGRATION

The disintegration of management deepens together with the worsening quality of management in university and thus, it enhances the development of management crisis, which excites destruction in the minds and feelings of employees as well as distrust towards unpredictable changes. In this difficult situation, university authorities must, with the approval of the employees, or at least when no organized protest exists – take up a difficult undertaking: draw up and implement a development strategy and a comprehensive programme of pro quality action to overcome the labour crisis and integrate the university management in the given conditions and at the given time. There are no universal development strategies and reform programmes, or ready and waiting managerial systems which could be ordered for universities. Each university is made up of a different group of employees with different problems and expectations. Each university has its own history, ambitions, experience, culture and effective motivators as well as financial, material and technical conditions. It is impossible to formulate a universal recipe for management integration for all universities. Each of them must work out their own way and the accompanying improvement paths for the quality of management at all its organizational levels.

The causes of management disintegration and the low level of management in state and private universities in the market conditions as well as the integration of science and higher education in Europe, as mentioned above, may point out to action which should be taken in higher education to gradually eliminate the identified causes of the management crisis and low quality of work.

In the first case, employees should be convinced to actions which will secure the university development and create the right conditions for success for those employees who will choose to work both for themselves and for their university (stage 1). At the same time, it is necessary to improve knowledge, skills and qualifications of the management at all university levels in terms of management and applied economics in higher education (stage 2). A university employee must be a “homo sapiens” and “homo economicus” at the same time, and decision-makers must be managers able to take up effective decisions favourable for the development of science and education.

Motivated, well-prepared for their duties employees should – under the guidance of university and faculty authorities – identify the causes of management disintegration and the existing inadequate quality of work. Next, they should work out viable, financially supported comprehensive strategy for the elimination of the causes of the labour crisis (especially the management crisis) and for the improvement and integration of management and the university development (stage 3).

With such preparation, university employees, under the guidance of the elected university and faculty authorities, should get down to honest, complete execution of the adopted reform strategy and university development, to take place within the appointed time, given the chance to improve their knowledge, skills and qualifications (stage 4).

It should be highlighted that the notion of management integration differs from management centralization. These two notions are not the same. Very often the increase in management integration puts the demand for management centralization,

because its conditions are the best to increase employee involvement and to reach better coherence of real goals. Management centralization creates an illusion of the completion of mutual goals, while in fact, it greatly differentiates the goals of the university staff. Management integration, on the other hand, centers employees around their superiors and their mutual goals, while centralization and disintegration of management makes them drift apart.

A university is inseparably connected with science and education. They make two different sides of a coin. We cannot keep education at a high level if we are far behind in research work, and vice versa. When managing university, we have to develop both of them at the same time; to make the coin precious, not defective. A scientist not engaged in education can be compared to a lake without an outlet which fills up, fills out and floods the crop, which serves no purpose. Education is a form of verification of the meaning of scientific considerations. We can be tempted to state that education, that is passing on knowledge, creates the need for the effects of education – knowledge, skills together with social and economic qualifications.

According to Rev. Professor Józef Tischner, a contemporary Polish philosopher dealing with the issues of work and science, “research work is also a dialogue with man – a dialogue which strives after the truth”⁷⁶. “When dealing with science, we continue a multilevel dialogue with other people. Two planes of this dialogue seem to be significant – one of them is described by “for”, the other by “with”. We deal with science for somebody and with somebody – with “somebody” and for “somebody”. The person we share science with is always to some extent our master; the one we deal with science for is our disciple and recipient of the truth; it is someone who is more interested in the outcome of science than in the way leading to its attainment”⁷⁷. We cannot teach in university if we do not deal with science; when managing university organizational units we have to create both conditions for the development of science and education. This truth is verified by the master’s disciples: “Science absorbs large amounts of money, it requires good organization; it often has to fulfill ideological or even political tasks. That is why we have to add the third plane to the first two ones – the one relating to encounters with man – a relation with “organizer of scientific life”⁷⁸. It means that science needs organizers–managers; education needs organizers–managers; universities need very good managers, who can organize science and education efficiently, who can effectively manage a university. At higher levels in the university hierarchy professors should act as such managers and at lower levels – PhD graduates; people of science – and they should get the backing from academic teachers as well as the people employed in libraries, administration, technical sector and other help.

Research work which has been carried out by the author since 2006 and the present study fully confirm that management in higher education institutions is, more or less, disintegrated due to differentiation of the actually realized goals and tasks. The interests of institutes, departments, research units and their employees in the same faculty

⁷⁶ J. Tischner, *Nauka*, [in:] *Etyka solidarności*, Kraków: Wydawnictwo Znak, 2000, p. 42.

⁷⁷ *Ibid.*, p. 43.

⁷⁸ *Ibid.*

are often contradictory while the final form of the decisions taken is influenced by a number of factors, which are not always advantageous for the quality of education, the scope and level of research work and the development of the faculty. Conflicts of interest between faculties may trigger a wave of decisions unfavourable for the development of particular faculties and the university. It will finally all lead to:

- growing disintegration of management as the result of incoherent, wrongly set goals;
- arising and quickly deepening crisis in management which will, in turn, evoke labour crisis and a visible decline in the quality of management;
- progressing drop in the quality of research work;
- slowing down development of academic teachers;
- gradual decline of the quality of education;
- resignation of the best academic teachers and students; only the weakest ones will remain;
- considerable drop in average income, the rise in university maintenance costs, which will lead to a deficit and loss of financial liquidity;
- university bankruptcy; the institution will stop operating.

It is not an exaggerated picture of what may happen to a university in which management, disintegrated through the goals it is trying to reach, leads to its bankruptcy. Several universities disappeared for this reason, and some others will follow suit.

It is high time university employees started realizing the reverse process – the integration of management, which must begin with the thorough, comprehensive improvement of the quality of management by superiors as well as the improvement of the quality of work by the subordinates (based on the Total Quality Management principles) and the gradual increase in the quality of work of all the subordinates who will be emotionally and economically involved in work for the sake of the development of their own organizational unit, the faculty and university under the guidance of their superiors, especially the rector and the deans. This indispensable process of university reform and development cannot be replaced by anything else, although that is exactly what rectors and deans would wish to do; finding solutions in appraisals (the assessment of staff by students) and class inspections carried out by superiors. Illusory activity never brings positive results, but:

- wrong solutions in the university statute which hamper activity;
- low level requirements in regard to qualifications necessary to perform one-man managerial duties in university;
- the lack of managerial skills among the university authorities;
- economically enforced necessity for double-time employment and overtime;
- the lack of employee motivation and commitment to the development (e.g. of institutes); the result of clashes between different interest groups;
- informal “connections” which block the development of junior staff who are not interested in university development, so they concentrate on their own needs;
- “arranged ” election results and the rule of the so-called interest groups (co-operatives) block the commitment of the often silenced employees and are responsible for mobbing and lobbying.

1.2.12. CONCLUSION

Since the dawn of time, man has taken up the activity towards obtaining the necessary means to meet his needs. Thanks to his work, he attained the means indispensable for the living. Ages have passed, and this relation of man to the way in which he meets his needs has not changed in the least. If we want to eat – we need to work. The degree to which our needs are satisfied, that is the quality of our life, depends on the quality of work. University staff must be aware that their employer must not only cover current costs from revenues, but also work out some economic surplus to self-finance their development.

Here is a list of the main sources of university revenue, true for both state and private schools in market economy⁷⁹:

- sales revenues from educational services sold to
 - the state which buys “free of charge” full-time studies on the basis of commercial contracts,
 - private individuals (students and their sponsors; e.g. parents),
 - organizations fully or partially financing studies; e.g. foundations, funds, companies, etc.;
- sales revenues from research and publishing services to
 - the state,
 - private individuals,
 - organizations (e.g. companies, banks, etc.).

Universities in the USA, Western Europe, Japan and other countries have been obliged to “make their own living”. Their authorities must take action which will enable self-financing of the university development; that is they have to cover their costs from revenues and also to work out economic surplus. Getting contracts, orders, grants and finding sponsors is a very important part of activity in both public and private sector. Private universities are involved in this process from the very start; therefore they have more experience than state universities. That is why a partnership between state and private sector schools and striking bonds between them, should become an important element of commercialization of universities acting as a starting point for privatization of 75% of Polish state universities. The professorate backed up the privatization of industrial enterprises, banks and national farms in Poland and their full commercialization. It also participates in the development of private higher education sector. This makes us believe, that they will also support and take active part in the privatization and commercialization of state higher education and will back up an alliance between state and private universities. It will also mean the approval of the replacement of the old traditional university management system in Poland by the new pro market and pro quality management. Of course, it will not be an easy process as the professors will lose their privileges of the old

⁷⁹ T. Wawak, *Rynek wiedzy oferowanej przedsiębiorstwom przez szkoły wyższe w zakresie kształcenia*, [in:] *Wiedza jako zasób strategiczny przedsiębiorstwa*, ed. by E. Skrzypek, Lublin: Wydawnictwo UMCS, 2008, pp. 154–156.

feudal-communist system of management prevailing here and there, in state and private universities alike⁸⁰.

The decisions of the Bologna Process, together with the requirements set by the European Higher Education Area and the European Research Area, determined by globalization and integration, demand first of all, that higher education institutions be commercialized, and they urge for pro quality management restructuring in universities as well as fast-tracked training of a new type of a university manager. Universities have to develop their competitive edge on the open European market, which is perceived in the world on the following planes:

- the quality in terms of research work;
- the quality and accessibility of publications;
- the quality of education in the three-level studies system defined through the prism of educational effects;
- direct involvement of science and education in the fulfillment of economic needs;
- effective use of intellectual, material and financial capital in day-to-day activity and ensuring the development;
- the quality of life of employees;
- the quality of life of students;
- the quality of management in universities;
- university image in the eyes of close and distant environment.

Universities must rise to the challenge of the domestic and European competition in terms of research and educational services. They create opportunities and threats which will decide upon their future development. At the same time, the currently existing level of the quality of research and education in Poland, together with the rise of competitiveness in the open market will:

- make it difficult for universities to sell their services at favourable prices;
- contribute to the drop in employees' real income;
- make private university founders, and deans responsible for extra-mural studies in state universities, lower the requirements addressing students, out of concern about tuition fees;
- impose upon universities the requirement to adopt the combat strategy through quality which secures success and development for the university, better working conditions for its employees and the continuous improvement of the quality of education for students, together with the growth of their knowledge, skills and qualifications.

On the European research and education market, universities have to implement their mission and vision, acting like commercial partnerships, or holding companies, which execute their tasks arising from the signed contracts and the won contests and tenders.

⁸⁰ T. Wawak, *Nowe trendy w zarządzaniu w szkolnictwie wyższym – uwarunkowania i specyfika w Polsce*, [in:] *Komunikacja i jakość w zarządzaniu*, ed. by T. Wawak, Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego, 2010.

After commercialization of higher education, the state should stop subsidizing universities (both state and private ones), and consider contests for running “free of charge” studies defining:

- the field of study and specialization;
- the number of students;
- the number of hours per class and the length of studies;
- programme frameworks;
- the expected results, that is the level of graduates’ qualifications in accordance with the Framework for Qualifications;
- the requirements for the system securing quality, in compliance with the guidelines of the Bologna Process;
- what certificates relating to the system of management and accreditation a university should hold to run the fields of studies presented in their offer.

The only issue relating to university financing which at present requires non-market regulation is covering the cost of renovations and calculating depreciation in state universities until the time of their privatization.

In a holding company, subsidiaries are financially independent and they clear accounts with the parent company. The same should apply to universities, whose faculties should be financially independent, that is cover their own costs and produce a surplus to finance their development and to subsidize the university development plans. This policy is adopted, for example, by Western European and American universities. A faculty treasurer would be needed, and a dean should be made responsible for the economic condition of the university.

There are no grounds to believe that in the next few years a higher education reform will take place in Poland, which would introduce the solutions suggested above. University authorities will be defending the existing form of the state university ownership (the state is, and at the same time is not, the owner of state universities; as a result, universities are nobody’s (socialist) property and their management remains in the hands of academic self-government, which ends up at the level of the Senate.

Bearing this in mind, as the author’s research findings show, a compromise should be worked out; that is an undertaking which will enrich the system by the operational and management principles operating in market economy and will enable university development in economic conditions of crisis. These indispensable changes comprise (among others)⁸¹:

- reinstating the principle allowing an academic teacher to sign only one full-time employment contract with one university, but allowing them to sign one extra part-time employment contract with another employer with the approval of their first employer (the rector); doing freelance work or running one’s own business should not require the rector’s permission;

⁸¹ T. Wawak, *Zarządzanie w szkole wyższej. Raport z badań zrealizowany pod kierunkiem T. Wawaka w ramach projektu badawczego finansowanego z wydziałowej rezerwy na badania własne (WBPW) Wydziału Zarządzania i Komunikacji Społecznej, op. cit.*; T. Wawak, *Wstępny raport roboczy z I etapu badań na temat: „Projakściowa restrukturyzacja zarządzania w szkolnictwie wyższym”*, op.cit., pp. 357–376.

- the introduction of the above regulations (one full-time employment contract for an academic teacher) strictly depends on the increase in salaries from 75% to 100% with the possibility to increase duties (e.g. teaching hours workload) at no faster rate;
- the increase of the powers of rectors and deans along with the increase of their salaries on account of their duties;
- the reintroduction of the rector's college and the dean's college and delegating some of the Senate's and faculty council's authority, as their role needs restructuring;
- an open contest for the position of rector, dean and the remaining positions of the authority in university for all the qualified citizens of the European Union;
- Next to PKA programme accreditation, the obligation to certify the quality management system in university by an international certification body, either Polish or foreign;
- The increase of the quality requirements for the accreditation of fields of study and the introduction of the assessment of the quality of education in terms of the educational effects among the graduates;
- obliging universities to secure full implementation of the directives of the Bologna Process and the European Union requirements;
- the adoption and implementation of all the suggested changes, with small corrections, by the Ministry of Science and Higher Education enclosed in *"Principles for the amendment to the legislation on higher education..."*;
- closing down the useless, badly managed and badly operating deficit bringing institutes which are incapable of self-financing their development, or transforming them into a group of independent departments and units which can look after their own development;
- introduction of transparent work procedure in all universities, no matter what their form of ownership is;
- radical increase in Ministry's and university authorities' concern about the qualifications of decision-makers and perfecting their competences, starting with a head of a unit and ending up with the rector; also making it possible for junior staff to obtain competence necessary for university management, particularly the quality management;
- swift, radical obliteration of the remnants of the previous epochs (feudalism and social realism), in higher education which blocks their development and has a negative impact on the motives and conduct of both superiors and subordinates, through the elimination of the remnants of this system in university and the introduction of non-market solutions;
- activation of employees and making them focused on new tasks awaiting the university, faculty, department, institute via the application of effective, pro quality methods of university management and promoting employees' dignity;
- pro quality restructuring of proprietary supervision of the university operations by the founders, and in future – owners, and focusing the said supervision on the quality of management and qualitative effects of research and

education on the one hand, and on the financial results of university, on the other hand;

- convincing employees that their remuneration and university development will depend on the qualitative effects of their work;
- creating conditions for employees' full mobility through the introduction of employment principle based on contracts signed for a few years only, with the exception of full professors and the remaining employees with a twenty-five work experience in university;
- supporting university partnerships between state and private institutions as well as the domestic and foreign ones; supporting the idea of leading universities from all over the world opening their branches in Poland;

The most urgent and thus the most important tasks to be completed in regard to higher education in Poland are as follows:

- urgent implementation of the system securing the quality of education and the system of quality management in all universities, in full compliance with the recommendations of the European Union and the Bologna Process;
 - fulfillment of the European Union requirements in regard to qualifications framework by 2012, which will be binding in the European Higher Education Area;
 - involving all university employees (the superiors as well as the subordinates) in the reform and development process in both state and private universities;
 - substantial rise in remuneration allowing to abandon the double-time employment practices prevailing in Polish universities and allowing scientific development of academic teachers;
 - the rise in the contribution of the state budget investment into education, in compliance with the requirements of the Lisbon strategy.
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